

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching learning constitutes a process of interaction between the learners, teachers, and sources of study in an education domain. It means that teaching is a process of education between teachers and learners that make the learners understand the knowledge of the education sources. Learning is how to adapt and develop materials, to plan and evaluate courses, and to adapt teaching to students' needs. It needs to be planned, implemented, and evaluated so it can be carried out effectively and efficiently.

To reach the goal, the first step done by the teachers in the teaching process is making planning that contains what the teachers do in class to manage the class. There are five components to support the success of teaching learning activities, namely objective, method, material, media, and evaluation. The five components contained in the lesson plan as the teacher's plan which describes the procedure to reach a basic competence.

Lesson plan is an important part in teaching learning process because the entire main component of teaching learning process from the goal of teaching learning process until the evaluation is described here. So, lesson plan must be write correctly. In Indonesia, all lesson plans must be standardized based on the

regulation of the government. It relates to the process and quality of lesson plans itself. The standard of lesson plans here refers to *PERMENDIKNAS (Peraturan Menteri Pendidikan Nasional) number 41 in 2007*. The decision of education ministry of Indonesia as a regulation could be seen from the quoted statement as follow:

Standar proses adalah standar nasional pendidikan yang berkaitan dengan pelaksanaan pembelajaran pada satuan pendidikan untuk mencapai kompetensi lulusan. Standar proses berisi kriteria minimal proses pembelajaran pada satuan pendidikan dasar dan menengah di seluruh wilayah hukum Negara Kesatuan Republik Indonesia. Standar proses ini berlaku untuk jenjang pendidikan dasar dan menengah pada jalur formal, baik pada sistem paket maupun pada sistem kredit semester. In Permendiknas (2007:1)

The standard process includes planning of the teaching learning process, the implementation of the teaching learning process, assessment of the teaching learning process, and supervision of the teaching learning process. Those are used to make the teaching process effective and efficient.

Planning of the teaching learning process is one of the parts of standard process. Planning of teaching learning process includes syllabus and lesson plan. Mulyasa (2007: 212) stated that lesson plan constitutes a planning which illustrates the procedure and management of learning process to achieve one or more basic competence that set in standard competence and describe in syllabus. Brown (2001: 149) stated that, “lesson plans is a set of activities that cover a period of class room time, usually ranging from forty to ninety minutes”.

A lesson plan is developed by the teachers to manage teaching learning process in the class. The teachers must design a lesson plan of the subject that describes the teachers' preparation to teach the lesson in the class. All of the steps and materials of the teaching learning process must be written down in the lesson plan. It is used for the better process in the class, so that teaching learning process reaches the objectives stated.

In making a good lesson plan, teachers can follow the standard process of the education regulation in Indonesia number 41 in 2007. The lesson plan is arranged in the standard process. In the standard process there are some points that must be presented in the lesson plan.

Based on the result of observation in SMP of Boyolali, the writer finds that not all teachers can make a lesson plan that the form is suitable with the regulation of making lesson plan. Some of them make the lesson plan, but there is lesson plan that the form is not in line with the Regulation of National Education Minister (PERMEN) number 41 in 2007. This phenomenon makes the writer interested in analyzing the lesson plan of English lesson. The writer chooses the lesson plan of English developed by the teachers of Junior High School in Boyolali. The writer is interested in analyzing lesson plan of English lesson in Junior High School because the English lesson material in the Junior High School is considered complex. It is compatible with the regulations or not, and how far the teachers expand the lesson plan to teach the complexes materials in Junior

High School. In this research, the writer applies the education regulation in Indonesia especially the standard process of education in Indonesia because this standard arranges the form of the lesson plan. Thus, the writer entitles her research “*An Analysis of Lesson Plan Designed by Junior High School English Teachers in Boyolali*”.

B. Problem Statement

Generally, the problem is stated as “How do the Junior high school English teachers design the English lesson plan?” This general question is specified into the following subsidiary questions:

1. How do the teachers formulate the indicators?
2. How do the teachers design the teaching procedure?
3. How do the teachers determine the source and media?
4. How do the teachers design the evaluation?

C. Objectives of the Study

Generally, the objective is to describe the way Junior high school English teachers design lesson plan. Specifically, it describes:

1. to describe the indicators formulated by the teachers.
2. to describe the teaching procedure designed by the teachers.
3. to describe the source and media determined by the teachers.
4. to describe the evaluation designed by the teachers.

D. Limitation of the Study

In conducting this study, the writer limits the study only on the suitability of indicator, teaching learning procedure, source and media, and evaluation of lesson plan designed by Junior high school English teachers with standard process in education regulation or PERMENDIKNAS (*Peraturan Menteri Pendidikan Nasional*) number 41 in 2007. The lesson plans are designed by the seventh, eighth and ninth grade English teachers of Junior high school in Boyolali, on the term I and II in academic year 2013/2014. In this research, the writer limits the study in three SMP in Boyolali. The limitation is used to make the research easier, clearer and more focus on the objective of the study.

E. Significance of the Study

In this study, the researcher divided into two benefit, both theory and practices.

1. Theoretical

- a. The result of this study can useful for improving teachers' skill to design lesson plan.
- b. The result of this research will be enriching references to other researcher that conduct lesson plan in teaching English.

2. Practical

- a. The finding of this study will help the writer and reader to get knowledge about good design of lesson plan.
- b. The finding will help clear understanding in design of lesson plan.

F. Research Paper Organization

Finally, to guidance for either the researcher in writing the research paper on readers in reading the whole contents of research paper, the researcher set up the order of the research paper as follows:

Chapter I is introduction. This chapter consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. This chapter presents the underlying theory that consists of the notion of the lesson plan, PERMEN number 41 in 2007, macro skill and micro skill.

Chapter III is research method. This chapter consists of the type of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It consists of data analysis and discussion of indicator, source and media, teaching procedure and

evaluation. In this chapter, the researcher presents data analysis and the result of research.

Chapter V is conclusion and suggestion. It consists of the conclusion of the research and the suggestions related with the study.